

MAKING CORE PRACTICES COME ALIVE: MOVING FROM CONCEPT TO IMPLEMENTATION **PART 1**

CLTA SUMMER SEMINAR JULY 2017

GRETA LUNDGAARD

GRETAFROMTEXAS@GMAIL.COM

WWW.TOOLSFROMTEXAS.WIKISPACES.COM

OUR WORD OF THE DAY: *INTERACTIVE*

- **HLTP:** Design and Carry Out Interactive Reading and Listening Tasks
- **HLTP:** Design and Carry Out Interpersonal Tasks
- How does implementation look in the classroom?
- How do other core practices connect?

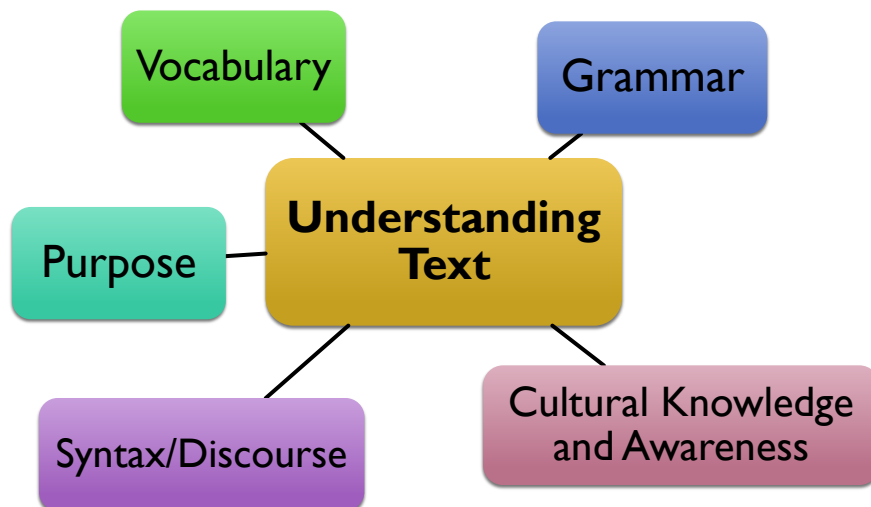
Guiding Learners to interpret & discussions of authentic resources

Developing a classroom discourse community

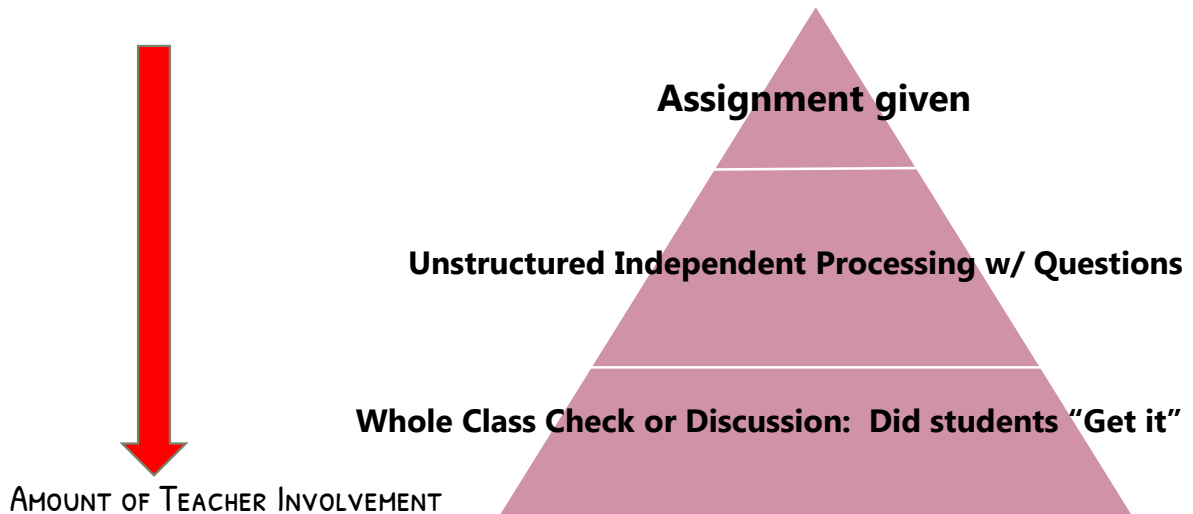
GUIDING QUESTIONS

- How can reading and listening activities benefit second language learners?
- How can reading and listening activities be used to increase vocabulary & grammar acquisition by my students?
- Which instructional strategies can teachers use to ensure that through the integration of reading, students are successfully building proficiency?
- How do we create opportunities for students to become truly engaged in the task of reading & make it meaningful & relevant to their learning?

READING & LISTENING IN WL CLASSROOMS

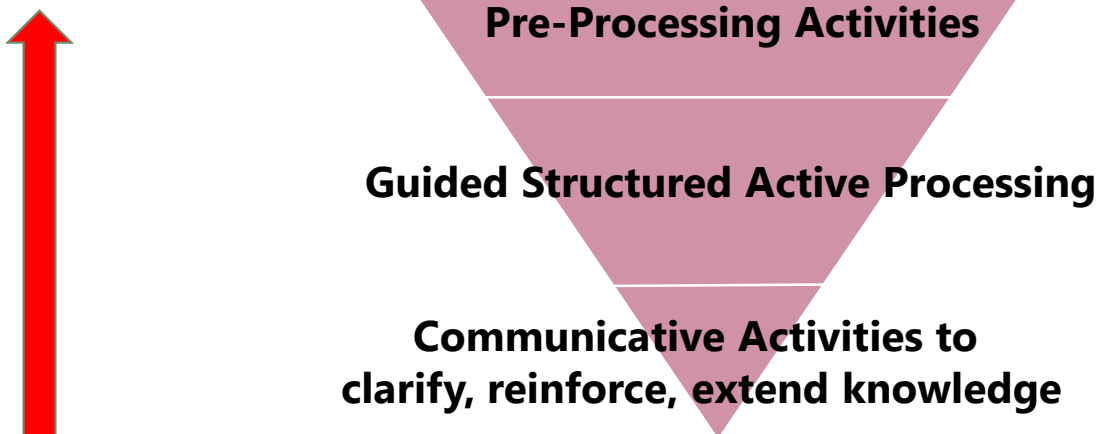


TRADITIONAL READING/LISTENING TASKS

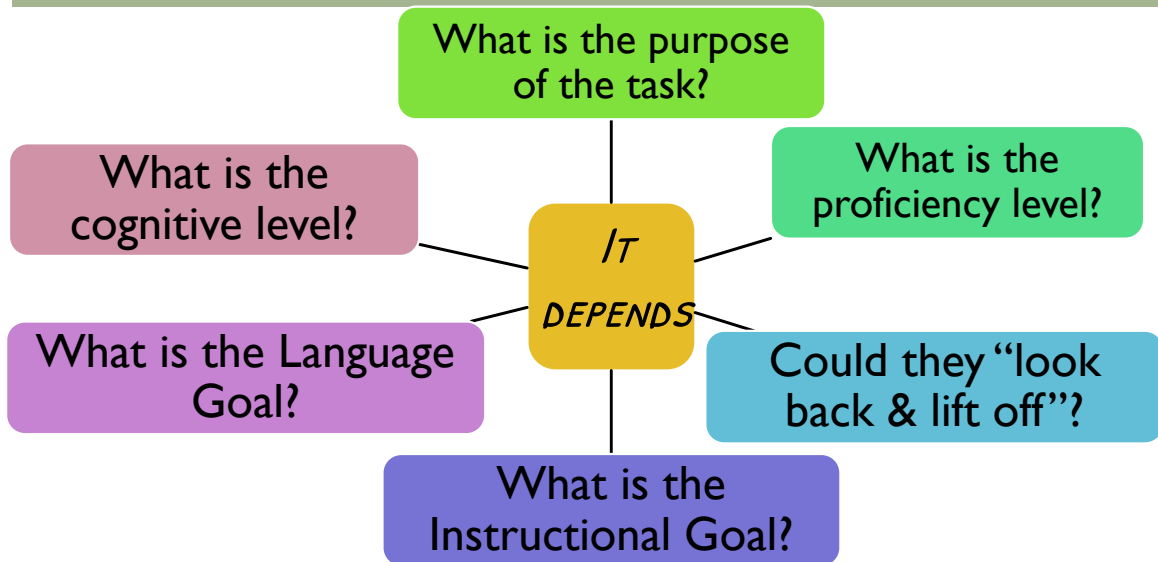


STRATEGIC READING/LISTENING TASKS

AMOUNT OF TEACHER INVOLVEMENT



PROCESSING IN L1 OR L2?



PREPARING FOR READING/LISTENING

- What factors do you consider?
- What is needed to prepare learners?
- How will you engage learners in each of the Interpretive, Interpersonal, & Presentational Modes?

THE INTERPRETIVE PROCESS

Photo Credit |
<https://www.flickr.com/photos/horiavarlan/4792499899/in/photostream/>

9

WHAT IS
THE
TEACHER'S
JOB
BEFORE
READING
OR
LISTENING?

Photo Credit | <https://www.flickr.com/people/departementofed/>

THE INTERPRETIVE PROCESS

BEFORE READING/LISTENING

This phase activates a knowledge base upon which students can build and establishes a purpose for reading or a purpose for listening.

- Preview
- Background Knowledge
- Set Your Purpose

CHARACTERISTICS OF BEFORE READING/LISTENING STRATEGIES

Connected to the
Meaning of the
Text.

Activate Prior
Knowledge **OR**
Build Background
Knowledge

Provide Context
for the Selection

Lay Out a Purpose
for
Reading/Listening

Student Centered.

Pave the Way for
Success

DETERMINE THE PURPOSE FOR READING/LISTENING

Instructional Goal:

What students
should “get” as
a result of the
text.

What is the
Content goal?
Language goal?

Performance Goals:

For student
proficiency

What language
functions
students will
engage in?

BEFORE READING/LISTENING STRATEGIES

Non-Examples

Vocabulary in isolation or
Glossing

Translating
L2  L1

Predigesting text for
readers

Examples

Anticipation Guide

Logographic Clues

Probable Passage

Greet & Go

LOGOGRAPHIC CLUES

Select 4-6 pictures or drawings that relate to the text
(symbolically or literally)



Give each group a set of pictures



Ask the group to predict what the text will be about



PROBABLE PASSAGE

- Choose several key words and phrases
- In small groups, students categorize the words
- Based on the words and the categories, have students write a prediction statement.
- Each group shares their prediction statement.

einen Küche

ein Geschenk

weint

elf Jahre alt

ein neues Buch

Geburtstag

Lola Price

Bei ihr



Frau Price

einen roten Pulli

GREET & GO (TEA PARTY)

Provide the Key Sentences

- Select key sentences from the text, copy and cut into strips so that each student has one sentence.

Add Movement!

- Students circulate silently around the room.

Interact with Others!

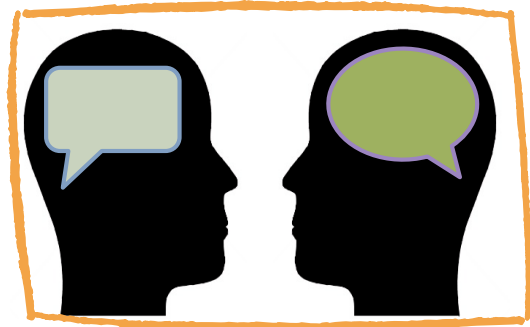
- When they meet a classmate, each reads his sentence strip aloud to the other.

Small Group Predictions

- When finished, students return to seats and in small groups predict what the text will be about.

TURN AND TALK

What other ideas do you have for before reading or listening activities?
What have you found effective in the past?



WHAT IS THE
TEACHER'S
JOB DURING
READING OR
LISTENING?

Photo Credit |
<https://www.flickr.com/photos/merrimack/5342556193/>

THE INTERPRETIVE PROCESS

DURING READING/LISTENING

- **this phase allows students to monitor & measure their own progress and clarify meaning**
 - **Use Skills (skimming, scanning)**
 - **Monitor Comprehension**
 - **Actively Engage**
 - **Predict/Guess/Hypothesize/Infer**
 - **Recognition of patterns, frames, characters, culture**

Meaning **does not** arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

MEANING ARRIVES BECAUSE WE ARE PURPOSEFULLY ENGAGED IN THINKING WHILE WE READ.

- Chris Tovani

DURING READING STRATEGIES



Non-Examples

Reading Aloud

Popcorn Reading

Round Robin Reading

Comprehension Questions

Translating Words



Examples

Stop & Draw

Reader's Logographics

Say Something

Marking Text

STOP & DRAW

Divide the text or audio into sections and mark each section with a symbol.

Students **read or listen** individually.

After a section is read, students **stop and draw** 3 important things they understood

Before moving on to next section, **debrief** as whole class or in small groups

READER'S LOGOGRAPHICS

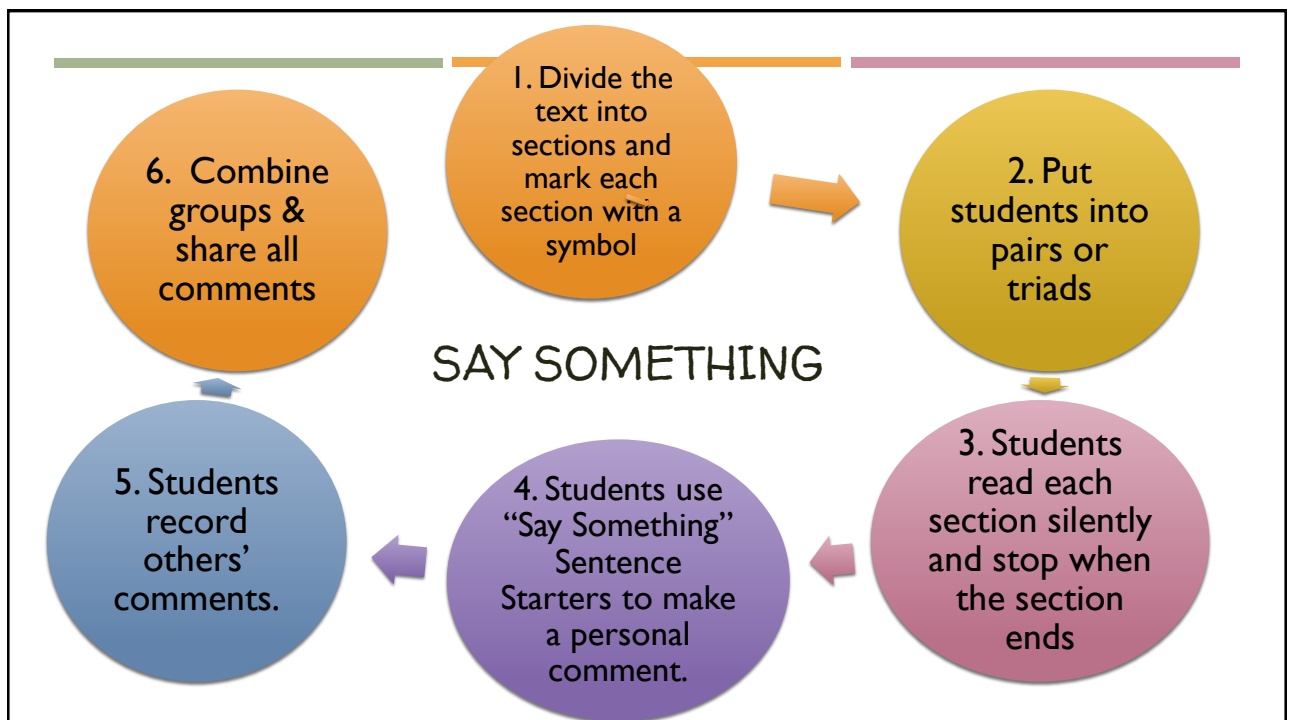
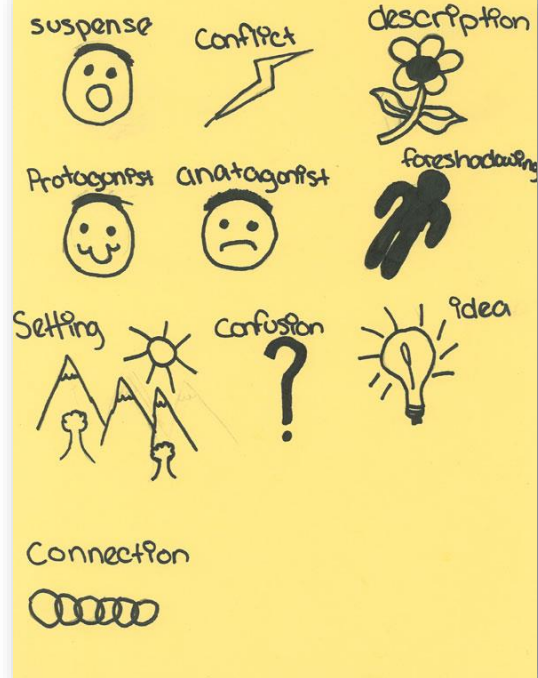
Divide the resource into sections

As a class, **create** a Logographic Key for the resource

Students **read or listen to** each section silently, using the class symbols to annotate their personal reactions.

At the end of each section, students **compare** annotations in a small group using a "I, because ..." response pattern.

READER'S LOGOGRAPHICS



SAY SOMETHING SENTENCE TOPICS

■ Instructions to Learners:

If you can't do any of these things, go back and re-read or re-listen!

Make a Prediction

Ask A Question

Make a Comment

Clarify Something

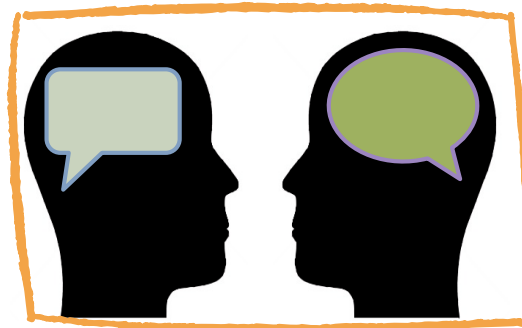
Make a Connection

MARKING TEXT

- **Divide the Text into sections.**
- **As students individually read each section**
 - **highlight the most important sentence in the section**
 - **circle a sentence, phrase, or word that relates to them personally**
 - **box a sentence, phrase, or word that gives clues to what is coming next.**
- **Process in whole class or small groups before going on.**

TURN AND TALK

What strategies have you used to keep learners connected to a text or resource?



WHAT IS THE
TEACHER'S
JOB AFTER
READING OR
LISTENING?

Photo Credit |
<http://teachsecondarywriting.wikispaces.com/Allison+Boike>

THE INTERPRETIVE PROCESS

AFTER READING/LISTENING

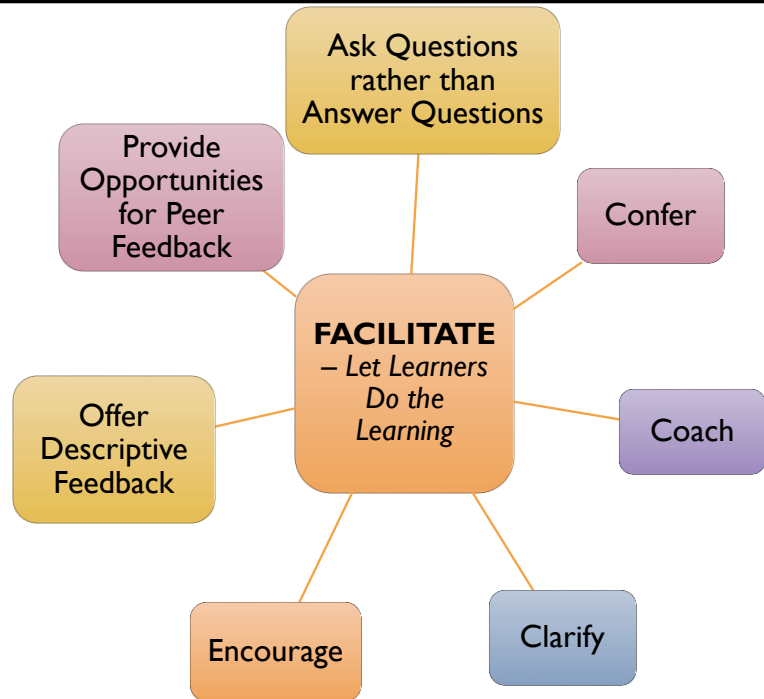
- This phase expands prior knowledge, builds connections, adds to skills, and deepens understanding
 - Process & Practice
 - Don't forget Social Aspects of Learning!
 - Organize
 - Communicate
 - Speaking
 - Writing

CHARACTERISTICS OF INTERACTIVE AFTER READING/LISTENING TASKS

Students to use information **from** the text to complete a task.

- Students **Write** in response to what they read or heard
- Students **Speak** in response to what they read or heard
- Students **Interact** in response to what they read or heard
- Students **Consolidate** new or unfamiliar **Vocabulary** from what they read or heard
- Students **Notice Grammar or Structures** from what they read or heard

AFTER READING OR LISTENING



GUIDING QUESTIONS FOR AFTER READING/LISTENING TASKS



- What meaning can learners derive from this resource to give evidence of the **interpretive** mode?



- What **interpersonal** interaction would students be likely to have based on this resource?



- What might students do in the **presentational** mode as a way of making learning more concrete?

From Laura Terrill

AFTER READING STRATEGIES

✗ Non-Examples

Teacher led summary of the text

Summative comprehension questions

Activities focused on Word Level

Quizzes or Tests on the contents of the text

✓ Examples

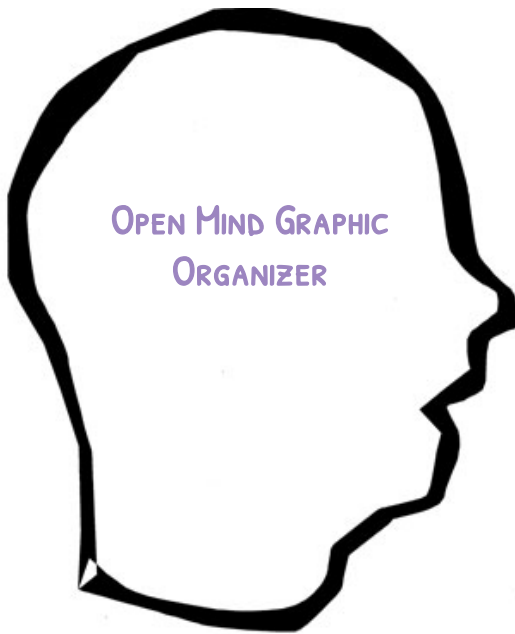
Presentational/Interpersonal

Small Group Performance Tasks

Partner Performance Tasks

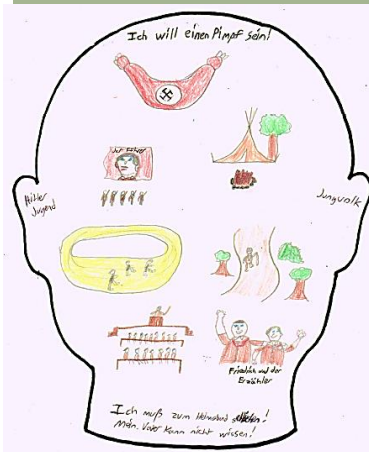
Individual Performance Tasks





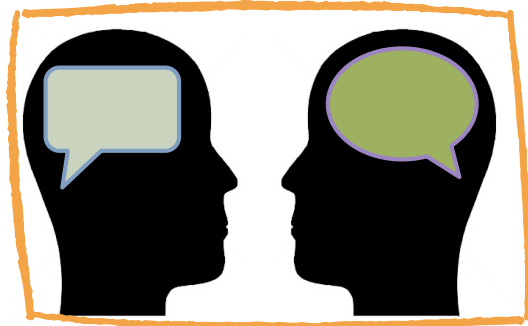
OPEN MIND

- Students fill "mind" with visuals & phrases based on prompt
- Groups/Individuals defend or explain choices orally or in writing



TURN AND TALK

Think of a reading or listening text you have used in the past. What Performance Task can be the After Reading/Listening activity?



SO, WHAT DO WE DO?

- **Determine the purpose for Reading or Listening**
- **Activate background knowledge if it exists or build background knowledge if it doesn't.**
- **Provide & Select strategies that are appropriate for ultimate task**
- **Monitor comprehension during processing**
- **Switch strategies when/if necessary.**

OUR ULTIMATE GOAL

Not just to guide students to read texts or listen to resources within our curriculum, our topics, our themes ...

BUT

to prepare students to understand **ANY Interpretive Resource** they encounter that is at an appropriate proficiency level.

REFLECTION

Am I thinking of comprehension as a PRODUCT or a PROCESS?

What strategies am I teaching my students that they can use with the next interpretive text they encounter?

<https://pixabay.com>



REFERENCES

Discovering Nonfiction: 25 Powerful Teaching Strategies, Grades 2-6. Richard W. Strong, Harvey F. Silver, & Matthew J. Perini. 2000.

Interactive Reading 101: Engaging Students with Text. Presentation by Laura Terrill for Plano ISD. 2007.

Languages and Children: Making the Match. Helena Curtain & Carol Ann Pesola. 1994.

Reading Strategies with Authentic and Fictional Texts. Presentation by Noemi Rodriguez, Pascack Valley Regional Public Schools, NJ.

Strategic Reading: Engaging Students with Text. Presentation by Laura Terrill. 2007.

Teacher's Handbook: Contextualized Language Instruction. Judith Shrum & Eileen Glisan, 3rd Ed. 2005.

The Power of Reading: Insights from the Research. Stephen Krashen. 1992.



THANK YOU!

GRETA LUNDGAARD

GRETAFROMTEXAS@
GMAIL.COM

TOOLSFROMTEXAS.WIKISPACES.COM